

Year 4						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Pioneers	Pioneers	Theatre	Theatre	The Orient	Heroes
Literacy	<ul style="list-style-type: none"> Write about myself— demonstrate sentence punctuation and creativity. Neil Armstrong autobiography - look at features Gather qualities of good pioneers Scan text for information and summarise key points Think about how character and setting are conveyed in a story. Plan and write diary entries and proof-read Understand chronology Write detailed notes Research and write a biography of someone famous. <p>Grammar:</p> <ul style="list-style-type: none"> Identify nouns in sentences Revise using adjectives Use nouns and pronouns effectively <p>Class readers: Vlad the Drac and The Trouble with Pythons</p>	<ul style="list-style-type: none"> Poetry—creating images Use language and metaphor to create morning sounds <p>Grammar:</p> <ul style="list-style-type: none"> Sort pronouns into 1st, 2nd and 3rd. Identify subject, object and predicate Identify determiners Understand prepositions 	<ul style="list-style-type: none"> Draft and write a poem in the style of Grace Nichol's Morning Poem. Comprehension— “ from a Railway Carriage.” Understand syllabic poetry Answer questions in full sentences Write a report 	<ul style="list-style-type: none"> Read with expression and understanding Put on a play Write and draft programs and invitations 	<ul style="list-style-type: none"> Big Write assessment Non-fiction – The Shang Dynasty of Ancient China <p>Report writing:</p> <ul style="list-style-type: none"> Retrieve information Skim and scan texts Using a timeline Summarising a text Using features of non-chronological reports Organising paragraphs around a theme Draft, write, edit report <p>Grammar:</p> <ul style="list-style-type: none"> Revise use of pronouns Possessive apostrophe with singular and plural nouns Grammar assessment <p><i>Class reader :The Iron Giant</i></p>	<p>Fiction – The Iron Man</p> <p>Story writing:</p> <ul style="list-style-type: none"> Read and discuss chapters, exploring language, inference and predictions Explore similes Plan and write a conversation Plan, draft write, edit and peer/self-assess a story based on an encounter with an extraordinary creature Big Write assessment <p>Grammar:</p> <ul style="list-style-type: none"> Use and punctuate direct speech, including inserting speech clauses in the middle of a sentence and the use of capital letters. Expanded noun phrases Grammar assessment
Maths	<ul style="list-style-type: none"> Rounding 4 digit numbers to the nearest 10/100 or 1000 Number bonds to the next 100 	<ul style="list-style-type: none"> Doubling and halving 3 digit numbers Compact column addition Expanded column subtraction Divide 1 and 2 digit numbers by 10 	<ul style="list-style-type: none"> Count in steps of 6,7,9,25,1000 Multiplication and division facts for 2,3,4,5,6,7,8,9 and 10 times tables Compact column addition 	<ul style="list-style-type: none"> Grid and column method multiplication Dividing beyond the 12x tables without remainders using chunking and informal vertical layout methods Rounding 1-place decimals 	<ul style="list-style-type: none"> Adding and subtracting amounts of money mentally choosing suitable methods Time – length: Convert digital and analogue 	<ul style="list-style-type: none"> 2-place decimals – reading, writing and subtracting 0.1 and 0.01 Revise equivalent fractions

	<ul style="list-style-type: none"> Convert time from analogue to digital Time word problems Convert between different measuring units Doubling and halving 3 digit numbers Compact column addition Expanded column subtraction Divide 1 and 2 digit numbers by 10 		<ul style="list-style-type: none"> Compact column addition Acute and obtuse angles Lines of symmetry in 2D shapes Solving word problems involving different measures Multiplying 3 by 2 digits Convert between 12hr and 24hr clocks Identify tenths and hundredths 	<ul style="list-style-type: none"> The language of maths, particularly in problem solving 	<ul style="list-style-type: none"> times and use 24-hour clock Measure and calculate perimeters of rectilinear shapes Counting in negative numbers Multiplying and dividing decimals by 10 and 100 Learn 11/12 x tables Use vertical written methods to multiply 3x1 digit numbers 2-D/3-D shapes – calculating area and perimeter of rectilinear shapes Roman numerals 	<ul style="list-style-type: none"> Written and mental addition and subtraction of 2 and 3-4 digit numbers Revise adding and subtracting money with word problems and column methods Using coordinates Drawing line graphs Adding fractions, including mixed numbers
History/Geography	<p><u>Geography</u></p> <ul style="list-style-type: none"> Maps—world, Europe, UK Effects on environments <p><u>History</u></p> <ul style="list-style-type: none"> Studying an ancient civilization Ancient Greece—life in Athens and Sparta Comparing modern and ancient societies The Olympics Greek inventors and thinkers 	<ul style="list-style-type: none"> The Greek Gods and their myths—hold an election for Greek gods The Greek language and schools Farming and trade in Greece Greek architecture Greek theatre—making masks, looking at customs, acting parts of a Greek play 	<p><u>The Celts and Romans in Britain</u></p> <ul style="list-style-type: none"> The lifestyle of the Celts Celtic Warriors Celtic homes and farms <p><u>Geography</u></p> <ul style="list-style-type: none"> Early settlement needs 	<ul style="list-style-type: none"> Understanding primary and secondary sources Gathering information from a range of sources including pictorial, written and video. 	<p><u>History</u></p> <ul style="list-style-type: none"> Caesar's invasion Boudicca's revolt The difference between Roman and Celtic fighting Make a Celtic shield <p><u>The Romans in Romans</u></p> <ul style="list-style-type: none"> The story of Romulus and Remus—which parts might be true? Why make up this myth? Roman soldiers—their equipment Roman fighting tactics Layout of towns and forts <p><u>Geography</u></p> <ul style="list-style-type: none"> Village settlement study Work and leisure 	<ul style="list-style-type: none"> Gladiators/Roman entertainment How a bathhouse worked Make a mosaic
Science	<p><u>Moving and Growing</u></p> <ul style="list-style-type: none"> Naming bones including scientific names 	<p><u>Moving and Growing</u></p> <ul style="list-style-type: none"> Naming bones including scientific names 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> Electrical safety and the home 	<p><u>Separating Solids and Liquids</u></p> <ul style="list-style-type: none"> Solids and their properties Liquids and their properties What happens when things melt 	<p><u>Separating Solids and Liquids</u></p> <ul style="list-style-type: none"> Solids and their properties Liquids and their properties 	<p><u>Habitats:</u></p> <ul style="list-style-type: none"> Grouping plants and animals and sorting living organisms

	<ul style="list-style-type: none"> The three main jobs of the skeleton Muscles (voluntary and involuntary) Animal skeletons and movement Vertebrates and invertebrates 	<ul style="list-style-type: none"> The three main jobs of the skeleton Muscles (voluntary and involuntary) Animal skeletons and movement Vertebrates and invertebrates 	<ul style="list-style-type: none"> Knowing that a circuit needs to be complete to work Insulators and conductors Switches Light bulbs Plugs 	<ul style="list-style-type: none"> What happens when things freeze How to separate mixtures of solids and liquids Plan and carrying out a fair test investigation. 	<ul style="list-style-type: none"> What happens when things melt What happens when things freeze How to separate mixtures of solids and liquids Plan and carrying out a fair test investigation. 	<ul style="list-style-type: none"> Habitats Different types of environment Habitat search adaptation Branching keys Food chains
Art	<p><u>Keith Haring</u></p> <ul style="list-style-type: none"> Case study Create your own Haring Group work – giant Haring figure. 	<p><u>Botanical Art, William Morris</u></p> <ul style="list-style-type: none"> Autumn leaf printing, who lives in the leaves? <p><u>Christmas Art</u></p>	<p><u>Alberto Giacometti</u></p> <ul style="list-style-type: none"> Children will study the life and works of Giacometti. Children will learn how to make figures using pipe cleaners in the style of Giacometti. Children will learn how to wrap their figures in foil to resemble the figures made by Giacometti. Shadows 	<p><u>Kansinsky and Hunterwasser</u></p> <p>project – techniques,</p> <ul style="list-style-type: none"> Marbelling shadow art Glue resist methods <p>Create a final piece using one of the techniques above based on 'Space'</p>	<p><u>Miro</u></p> <ul style="list-style-type: none"> Making a Miro inspired kinetic piece of Art – Mobile 	<p><u>Op Art</u></p> <ul style="list-style-type: none"> Negative images Black and white illusions Canvas work
RE	<p><u>Christianity</u></p> <p>praying The different types of churches and religious organisations</p>	<p>The role of a priest</p> <ul style="list-style-type: none"> Lent and Easter The Last Supper 	<p><u>Judaism</u></p> <ul style="list-style-type: none"> The Sabbath Day A service in the synagogue Looking at the scrolls The mezuzah The role of the rabbi 	<p>What is kosher food The importance of prayer Pesach/Passover, particularly the seder plate</p>	<p><u>Islam</u></p> <ul style="list-style-type: none"> Study the outside of a mosque The inside of a mosque What are the beliefs of Islam How do they pray? Giving to others Understand the holy journey of Mecca 	<p><u>Sikhism</u></p> <ul style="list-style-type: none"> Learn about the gurdwara Understand how Sikhs worship and pray Learn about the five Ks / Amritsar
ICT	<u>E-safety – SMART</u>	<u>Animation</u>	<u>Refresh:</u>	<u>Databases</u>	<u>Refresh:</u>	<u>Calendar Design</u>

	<p>(safe, meeting, accepting, reliable, tell) Posters Cyberbullying</p> <p><u>Scratch</u></p> <ul style="list-style-type: none"> • Insert a background into a Scratch project. • Insert a photo into a Scratch programme as a Sprite. • Change the size of a sprite. • Edit an image file within Scratch. 	<ul style="list-style-type: none"> • Children have put together a simple animation using paper to create a flick book. • Children have an understanding of animation 'frames'. <p>Children know what stop motion animation is and how it is created.</p> <ul style="list-style-type: none"> • Children have used ideas from existing stop motion films to recreate their own animation. <p><u>Logos</u></p> <p>Children know what the different instructions are in Logo and how to type them.</p> <ul style="list-style-type: none"> • Children can follow simple Logo instructions to create shapes on paper. • Children can follow simple instructions to create shapes in Logo. 	<p>E-safety and cyberbullying at the commence of the term.</p> <p><u>Internet browsing</u> – Using search engines effectively</p> <ul style="list-style-type: none"> • Children can structure search queries to locate specific information • Children have used search to answer a series of questions. • Children have written search questions for a friend to solve. • Children can analyse the contents of a web page for clues about the credibility of the information. 	<ul style="list-style-type: none"> • Children have contributed to a class branching database. • Children can choose a suitable topic for a branching database. • Children can select and save appropriate images. • Children can create a branching database. • Children know how to use and debug their own branching database. <p><u>Introduction to Spreadsheets – MS Excel</u></p> <ul style="list-style-type: none"> • Children can add a formula to a cell to automatically make a calculation in that cell. • Children can make practical use of a spreadsheet to help them plan actions. 	<p>E-safety and cyberbullying at the commence of the term.</p> <p><u>Photo Imaging</u></p> <ul style="list-style-type: none"> • Children develop their skills in photo-shopping by applying various filters and editing tools. • Children operate i-pads to develop their skills 	<ul style="list-style-type: none"> • Children integrate their mathematical skills into designing and creating a 12 month calendar using Microsoft Word
Music	<p>“Mamma Mia” from Charanga Scheme of Work:</p> <ul style="list-style-type: none"> • Investigating the music of Abba • The History of Pop / Evolution of Pop Sound in the 80s • Singing simple harmony <p>Preparation for Whole School Harvest Festival</p>	<p>“Glockenspiel Stage 2” from Charanga</p> <ul style="list-style-type: none"> • Music reading refresher + moving on • Timing: Crotchets, Minims, Quavers <p>Preparation for Whole School Christmas Carol Concert</p>	<p>“Glockenspiel Stage 2” + Beginning preparation for Class Show</p> <ul style="list-style-type: none"> • Acting and moving while performing, • Learning to sing simple parts. 	<p>Class Show Preparation:</p> <ul style="list-style-type: none"> • Moving while singing • Singing simple parts + solo singing 	<p>“Blackbird” from Charanga:</p> <ul style="list-style-type: none"> • The Music of the Beatles (History and development of sound) • Singing song with harmony • Exploring how different instruments in the pop genre work together. 	<p>Exploring Instruments of the Orchestra: the four sections. Experiencing different instruments and how they make you feel (demonstrations from Sr. School pupils) Preparing for whole school prize day.</p>
PE	<p><u>Autumn 1</u></p> <p><u>Football</u></p> <ul style="list-style-type: none"> • Be able to perform dribbling skills with control • To be able to replicate successful passing technique using a variety of styles • To be able to shoot the ball at a target • To be able to demonstrate core 	<p><u>Autumn 2</u></p> <p><u>Football</u></p> <ul style="list-style-type: none"> • Be able to perform dribbling skills with control • To be able to replicate successful passing technique using a variety of styles • To be able to shoot the ball at a target • To be able to demonstrate core football skills in a game situation. 	<p><u>Spring 1</u></p> <p><u>Rugby</u></p> <ul style="list-style-type: none"> • Children will focus on introducing and developing basic skills for tag rugby. • In all games activities, children will think about how to use core skills and apply basic tactics in order to attack the opposition. • Individuals will learn to make informed decisions during small 	<p><u>Spring 2</u></p> <p><u>Rugby</u></p> <ul style="list-style-type: none"> • Children will focus on introducing and developing basic skills for tag rugby. • In all games activities, children will think about how to use core skills and apply basic tactics in order to attack the opposition. • Individuals will learn to make informed decisions during small sided games and plan attacking ideas. 	<p><u>Summer 1</u></p> <p><u>Cricket</u></p> <ul style="list-style-type: none"> • Children will be introduced to and develop a range of sending, receiving, batting and bowling skills, especially in specific striking and fielding games. • Pupils will work on the common skills and principles, including attack and defence. To develop 	<p><u>Summer 2</u></p> <p><u>Cricket</u></p> <ul style="list-style-type: none"> • Children will be introduced to and develop a range of sending, receiving, batting and bowling skills, especially in specific striking and fielding games. • Pupils will work on the common skills and principles, including attack and defence. To develop

	<p>football skills in a game situation.</p> <p><u>Netball</u></p> <ul style="list-style-type: none"> To develop ball handling skills To develop movement and footwork skills To develop throwing and catching skills To introduce simple team games leading to invasion games of defending and attacking To develop understanding of basic netball rules To have a knowledge of the named playing positions <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To introduce the term "Travel". To introduce flight and hands/feet as part of the theme. To introduce a slide and a roll as part of the theme. To learn how to put together a sequence. To perform a travel sequence on medium level apparatus. <p><u>Ball Skills</u></p> <ul style="list-style-type: none"> To display a range of skills to control of a ball. 	<p><u>Netball</u></p> <ul style="list-style-type: none"> To develop ball handling skills To develop movement and footwork skills To develop throwing and catching skills To introduce simple team games leading to invasion games of defending and attacking To develop understanding of basic netball rules To have a knowledge of the named playing positions <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To introduce the term "Travel". To introduce flight and hands/feet as part of the theme. To introduce a slide and a roll as part of the theme. To learn how to put together a sequence. To perform a travel sequence on medium level apparatus. <p><u>Ball Skills</u></p> <ul style="list-style-type: none"> To display a range of skills to control of a ball. 	<p>sided games and plan attacking ideas.</p> <ul style="list-style-type: none"> To understand the effect of exercise and its importance. To develop an attitude of fair play and enjoyment through games activities. <p><u>Hockey</u></p> <ul style="list-style-type: none"> Children will learn a number of different techniques to pass, dribble and shoot. Children will play games confidently. Children will control the ball consistently and use a range of tactics in attack and defence; Children will be able to explain what is more or less effective in the games played and make changes that improve their teams performance. <p>In addition to concluding the carousel of gymnastics, dance and ball skills children will participate in a health-related fitness unit.</p> <p><u>Health Related Fitness</u></p> <ul style="list-style-type: none"> Children will develop an understanding of their overall levels of fitness through participation in cross country running. Children will develop an ability to pace themselves. Children will further their knowledge of in race tactics. <p><u>Swimming</u></p>	<ul style="list-style-type: none"> To understand the effect of exercise and its importance. To develop an attitude of fair play and enjoyment through games activities. <p><u>Hockey</u></p> <ul style="list-style-type: none"> Children will learn a number of different techniques to pass, dribble and shoot. Children will play games confidently. Children will control the ball consistently and use a range of tactics in attack and defence; Children will be able to explain what is more or less effective in the games played and make changes that improve their teams performance. <p>In addition to concluding the carousel of gymnastics, dance and ball skills children will participate in a health-related fitness unit.</p> <p><u>Health Related Fitness</u></p> <ul style="list-style-type: none"> Children will develop an understanding of their overall levels of fitness through participation in cross country running. Children will develop an ability to pace themselves. Children will further their knowledge of in race tactics. <p><u>Swimming</u></p> <ul style="list-style-type: none"> To continue to develop technique when swimming front crawl, back crawl, breaststroke. To further develop the ability to dive and produce 	<p>an attitude of fair play, sportsmanship and enjoyment.</p> <p><u>Rounders</u></p> <ul style="list-style-type: none"> Children will develop a range of sending, receiving, batting and bowling skills. Children will work on quality of replication with the intention of beating an opposition. To implement simple tactics to form an attacking and defending principle in the game of rounders. To develop an understanding of rounders rules and scoring. To develop an attitude of fair play, sportsmanship and enjoyment. <p><u>Athletics</u></p> <ul style="list-style-type: none"> Children will be introduced to the concept of throwing for distance using a range of objects, jumping for distance and with accuracy. Children will accurately replicate running challenges and competitions that require both and stamina. In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance. 	<p>an attitude of fair play, sportsmanship and enjoyment.</p> <p><u>Rounders</u></p> <ul style="list-style-type: none"> Children will develop a range of sending, receiving, batting and bowling skills. Children will work on quality of replication with the intention of beating an opposition. To implement simple tactics to form an attacking and defending principle in the game of rounders. To develop an understanding of rounders rules and scoring. To develop an attitude of fair play, sportsmanship and enjoyment <p><u>Athletics</u></p> <ul style="list-style-type: none"> Children will be introduced to the concept of throwing for distance using a range of objects, jumping for distance and with accuracy. 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	<ul style="list-style-type: none"> To understand how to position their bodies, hands and feet when sending and receiving a ball. To display tactics and develop an ability to outwit an opponent when playing ball games. <p><u>Dance</u></p> <ul style="list-style-type: none"> Children will create and control their movements by varying shape, size, direction, level, speed and tension. Children will express feelings, moods and ideas, to respond to music and to create simple characters and narratives in response to a range of stimuli, through dance. Children will work with a partner or in small group and evaluate and assess movements to improve overall routines. <p><u>Swimming</u></p> <ul style="list-style-type: none"> To continue to develop technique when swimming front crawl, back crawl, breaststroke. 	<ul style="list-style-type: none"> To understand how to position their bodies, hands and feet when sending and receiving a ball. To display tactics and develop an ability to outwit an opponent when playing ball games. <p><u>Dance</u></p> <ul style="list-style-type: none"> Children will create and control their movements by varying shape, size, direction, level, speed and tension. Children will express feelings, moods and ideas, to respond to music and to create simple characters and narratives in response to a range of stimuli, through dance. Children will work with a partner or in small group and evaluate and assess movements to improve overall routines. <p><u>Swimming</u></p> <ul style="list-style-type: none"> To continue to develop technique when swimming front crawl, back crawl, breaststroke. To further develop the ability to dive and produce an effective start in the water. To introduce the butterfly stroke. 	<ul style="list-style-type: none"> To continue to develop technique when swimming front crawl, back crawl, breaststroke. To further develop the ability to dive and produce an effective start in the water. To further develop the butterfly stroke. 	<p>an effective start in the water.</p> <ul style="list-style-type: none"> To further develop the butterfly stroke. 	<ul style="list-style-type: none"> Pupils will develop the ability follow safety procedures and handle equipment correctly. <p><u>Swimming</u></p> <ul style="list-style-type: none"> To continue to develop technique when swimming front crawl, back crawl, breaststroke. To further develop the ability to dive and produce an effective start in the water. To further develop the butterfly stroke. 	<p>safety procedures and handle equipment correctly.</p> <p><u>Swimming</u></p> <p>Children take part in the Rookie Lifeguard Award working towards achieving the next stage in their development.</p>
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	<ul style="list-style-type: none"> To further develop the ability to dive and produce an effective start in the water. To introduce the butterfly stroke. 				
DT	<p><u>Graphic products – Nets</u></p> <ul style="list-style-type: none"> Design and make an animal box Research and evaluate existing animal boxes learn the difference between 2d and 3d objects and how we draw them Learn how to recognise 3d objects from a net Basic graphic drawing techniques. Modelling and testing and why we do it. Simple manufacturing processes. 		<p><u>Block printing and manufacturing</u></p> <ul style="list-style-type: none"> Researching a specific topic Following the design process Understanding the difference between mass and batch manufacturing Understanding what a client is Learning about sweat shops and child labour Designing, planning and creating a one-off product Completing a simple evaluation of theirs and someone else's product. 		<p><u>Rocket cars</u></p> <ul style="list-style-type: none"> Team work Designing with a purpose in mind Selecting and adapting materials Aerodynamics
PSHEE	<ul style="list-style-type: none"> Target setting – what do I want to achieve this year? How will I get there? Personal strengths (i) What children need to reach their potential and how to get there. (Go Givers) Recognising feelings and causes of feelings (i) Friendship and behaviour (iii) Bullying – how to treat others. Learning to treat others how we want to be treated (Go Givers) Resolving conflicts (Go Givers) Rules and the law – why and how laws that protect themselves are made and enforced (ii) Listening and articulating a point of view – discussing topical issues and offering their recommendations (i & iii) (Go Givers) Looking at for and against and where children stand on certain issues. Forming an opinion. (Go Givers) 		<ul style="list-style-type: none"> Dangerous places (iii) Making safe choices – recognising that choices have positive, neutral and negative consequences (iii) What is a friend? (i) How to develop effective and satisfying relationships (i) Making a difference (iii) Using skills to help others – teamwork, cooperation, recognising that people have different strengths (iii) Role models. Developing skills for making healthy choices (i & iii) Taking responsibility for themselves (iii) 		<ul style="list-style-type: none"> Personal safety – the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (iii) Resisting pressure – to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes the uncomfortable, anxious or they believe is wrong (iii) Changing friendships, keeping in touch (i) When to keep secrets – the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (i) Family fall-outs (I & iii) (Go Givers) Judging by appearances - accepting differences (v & vi) Issues of homophobia and respecting all our differences. Equal opportunities (Go Givers)

Languages	<u>French</u> <ul style="list-style-type: none"> · On the farm · Imperatives · In the playground · I play ... What do you play? · Homes · Where do you live? I live in... · Rooms · It's ... · Furniture · Christmas 		<u>French</u> <ul style="list-style-type: none"> · Verbs in first person · Money - How much does it cost? · In the town · There is... Where is...? · Directions · Shops · I would like... · Describing people · What are you like? · I am.....(adjectives) · Easter 		<u>French</u> <ul style="list-style-type: none"> • Describing people • What are you like? • I am.....(adjectives) • He/she is....(adjectives) • I am wearing • Translating a story into English • The body • My face • What are you doing? • It hurts • Fairy tales 	
Visits	Team building day at Three Peaks Activity Centre			The Synagogue and Brooklands Museum		The Weald and Downland Museum